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17. ABSTRACT (MAX. 250 WORDS) The development and future possibilities of educational television in the school and in the community are reviewed from a school superintendent's standpoint. The results of an educational television project instituted to solve the problems caused by an oversize school population and the national teacher shortage show that television students in large classes achieve as well or better than nontelevision groups.

Elementary schools in the project are organized so that half of the pupils work in small classes for half of the day while the other half are in large classes. Junior high schools in the project use television for United States history, civics, and science. Senior high schools use television for English, biology, and American history. In the secondary schools, teaching teams are assisted by a teacher aide. In many junior and senior high schools, television supports an extended school day by relieving the load on school facilities that occurs at peak periods when the total student body is present. Television is also used in the school system for inservice training programs, faculty meetings, and presentations of general information about school programs to the general public.

Improvements for the future effectiveness of educational television involve physical facilities for transmission and utilization, materials for greater program impact, curriculum planning for wider acceptance and greater goal achieving efficiency, personnel identification, and training both in the studio and utilization area.

Television can provide community services in that it can raise the community's cultural level by providing quality programs in the arts, provide accurate information in depth, expand its function of offering credit and noncredit telecourses, and offer preschool programs for youngsters.

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INSTRUCTIONAL TECHNOLOGY - U.S.C.

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# ETV -- A MAJOR RESOURCE

By Joe Hall

It is the purpose of this paper to review from the standpoint of a school superintendent the development and future possibilities of educational television, both in the school and in the community.

A group of public spirited citizens of the Greater Miami area began to work in 1951 to develop community interest in the establishment of an educational television station. Their hard work and persistence was rewarded in 1954 when the Board of Public Instruction of Dade County was granted a Channel 2 permit by the Federal Communications Commission. WTHS-TV signed on the air on August 12, 1955 as Florida's first ETV station. For two years the station programmed for five or six hours during the evenings with educational films, a selected list of live local programs and a rather limited signal of 9,000 watts. Even within these limitations the channel quickly validated itself as a community service and Dade County school personnel began to wonder more and more if -- and how -- this device might be put to work to help with the problem of improving the learning of boys and girls.

The Dade County School System had experienced a phenomenal growth in school population from a school system of 88,000 in the 1952-53 school year to 136,000 in the 1957-58 school year for an increase of 54% during the five year period. Increases such as this were not uncommon throughout the State of Florida and adequate funds were not available to meet the need for classrooms. The 1957 session of the legislature gave serious consideration to requiring twelve-month operation of schools with a rotating vacation schedule whereby one-fourth of the pupils would be on vacation at any one time.

In a report requested by the Dade County Board of Public Instruction

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the Superintendent listed some advantages and disadvantages of various ways of dealing with the oversize school population. The twelve-month four quarter school year plan was compared with double session or the use of an extended day having over-lapping sessions in the noon hours. It was felt that this last plan supported by educational television seemed to offer the greatest promise.

An additional reason for beginning instructional television was the national shortage of trained instructional personnel caused by the large annual growth in school population and the relatively small numbers of college students choosing teaching as a profession. The employment of some 1,000 well prepared teachers each year in the local school system presented increasing difficulties. Tied closely with this was the obvious need for sharing or spreading the influence of outstanding teachers to large numbers of boys and girls and other teachers.

This situation created a need favorable to the exploration of educational television. However, the real impetus behind the decision to utilize television was a sincere desire on the part of the school people to explore this medium as a way of improving the learning of boys and girls.

In Dade County during the first year of the television project (1957-58) there were nine participating schools: three elementary schools, three junior high schools, and three senior high schools. Seven thousand students were involved. The results of this first year revealed a slight advantage for the experimental as compared to the control groups. The findings were generally non-significant, but the comparisons of academic growth showed greater than normal gains.

Since the achievement of the classes during the first year showed promise that television could increase the learning of boys and girls, and since the experiment was effecting substantial economies in classroom space,

it was decided to increase the number of participating schools in the second year to a total of ten elementary schools, twelve junior high schools and six senior high schools. Eighteen thousand five hundred students were involved. The testing of TV and non-TV students during this year again confirmed that TV students in large classes were achieving as well or better than non-TV groups.

During 1959-60, the third year of the television project, a total of twenty-eight schools and thirty thousand boys and girls were involved. They represented classes in fifteen elementary schools, ten junior high schools and thirteen senior high schools. Test results have indicated that boys and girls have continued to learn well with the help of television and that many of the problems in classroom management have been solved.

So it is that now we are in the fourth year of our in-school television project. This year 50,000 boys and girls in our county include in their schedules one class taught with the help of television.

Elementary schools involved in the project are so organized that one-half of the pupils in the 5th and 6th grades works in small classes for one-half of the day, while the other half is in the large classes. During the time that the pupils are in the small classes they participate in the regular work of the fundamental skills -- reading, writing, spelling, language and arithmetic. These classes are smaller in number than the normal elementary class. This reduction in class size is made possible without increasing costs by having the pupils in larger classes for the other part of the school day. While they are in large classes, they participate in the subjects of conversational Spanish, social studies and science. It is here in the large group containing from 150 to 200 pupils that the children receive their daily telelesson in American history.

They also receive a varied schedule of telelessons designed to inspire and stimulate direct teaching in Spanish, science and literature.[1]

This year forty-five additional elementary schools are participating in the 5th and 6th grade Spanish, science and literature television lessons on a different plan from that of the regular elementary TV project schools. The elementary children on the modified plan attend the telelesson in a central viewing area with their teachers. They then return to their regular classrooms for follow-up or related activities. Whereas most of our telecourses are offered as daily major resources and provide direction for the content, the elementary offerings in Spanish, literature, science and speech improvement might be considered supplementary or enriching in nature for the schools on this limited program.

The junior high schools utilize television as a resource in teaching 7th grade science, 8th grade United States history, 9th grade civics and 9th grade science. The size of the classes varies from 300 to 600 students in each receiving room.

The participating senior high schools utilize television as a resource in teaching 10th grade English, 10th grade biology, 11th grade English and 11th grade American history. The average size class in the senior high schools is 320, although some are considerably larger.

The plan of operation in the junior and senior high schools calls for a team of teachers assisted by a teacher aide. For instance, this team of teachers at the junior high level often consists of a 7th grade science teacher and an 8th grade history teacher. They share the services of one teacher aide.

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[1]Stoddard, Alexander J., Schools for Tomorrow: An Educator's Blueprint, (New York: The Fund for the Advancement of Education, 1957).

The science teacher is in charge of the television science class. That is, he is responsible for the children during the telelesson and for preparing and directing the classroom portion of the lesson. During the science telelesson the history teacher assists the science teacher. During the history class the history teacher is in charge and the science teacher is in the role of an assistant. The teacher aide's functions are to take attendance, set up the equipment and release the teachers from the non-professional tasks in order to permit them to devote their full time to teaching. The television classroom teachers, in addition to being responsible for teaching one large class and assisting in another, are required to teach one regular size class. Thus, the teachers under this plan are occupied in the classroom three periods a day. The other three periods are allotted to the additional planning, grading, and counseling entailed in teaching the large groups.

All of the televised lessons are five days a week (except for examination days) and of 27 minutes duration with a comparable amount of time for the classroom portion of the lesson.

Our driver training course is somewhat different and so inter-woven with the ETV program that it deserves special treatment here. The standard driver training course requires six hours of behind-the-wheel instruction and thirty hours of classroom instruction. We believe that we have developed a plan which will enable us to provide such instruction in an economical manner. Our plan works as follows: during the homeroom period of 15 minutes for three days each week for a semester of 18 weeks, direct teaching is provided to all 10th grade pupils in a given school. In many cases this number will exceed a thousand in a particular school. This provides for 12 of the 30 hours of classroom instruction. For the other 18 hours of classroom instruction, pupils are drawn from their physical education classes and given classroom instruction in smaller groups.

For the behind-the-wheel, 6-hour requirement, 10 to 15 cars are utilized with 2 pupils in each car. The area for training is set up in the general nature of an obstacle course on which there is no street traffic. The automobiles are provided with equipment which restricts their speed. The instructor is provided a loud speaker and gives directions to the cars from a central location not in a car. The pupils in a period have a full half hour behind the wheel. For the 12 periods necessary for this 6 hours of instruction, the pupils are drawn from physical education classes.

Television supports the extended school day in a number of junior and senior high schools. In these schools one-third of the students and teachers begin classes at 7:30 A.M. and complete their six periods at 2:15 P.M. Another group begins at 8:30 and completes its school day at 3:15. The final one-third of the student body arrives at 9:30 and finishes at 4:15. This means that the total population is in the building for the four periods between 9:30 A.M. and 2:15 P.M. It is here that the large TV classes, conducted in the auditorium, relieve much of the load on school facilities.

No student at the secondary level receives more than one-half hour of television instruction per day, unless he is in the 10th grade and is assigned to the driver education instruction for three homeroom periods each week.

Our schools are now planning their third daytime instructional program for summer. Eight different areas will be taught over television with an approach which combines both remedial and the broadening aspects. Pupils have found that participation in the summer telecourses is a good way to strengthen themselves in the areas in which they have had difficulty during the regular school year and to acquire additional knowledge in areas in which they have not had the opportunity to study.

With the beginning of the public Junior College in Dade County in

September, 1960 there was demand for time for courses of junior college level. The only time available on Channel 2 was from 3:00 to 5:00 in the afternoon. This time is being utilized by the Junior College but is regarded as less satisfactory than would be hours earlier during the day. Efforts are now being made to obtain a second channel in order that these needs may be met.

With the facilities available in the school there are many other types of activities involving all or a part of the 7,000 and more instructional personnel in the school system. In-service training programs of great variety are conducted in specialized areas; faculty meetings of the air involving all personnel are provided. Similarly, general information about the various programs in the schools is presented to the general public on this open circuit high frequency station.

Station WTHS-TV is a non-profit, VHF, school-owned and operated, open-circuit educational television station functioning under the jurisdiction of the Dade County Board of Public Instruction. The many telecasts which constitute the heavy back-to-back schedule of live telelessons are originating from two studios. The power of the station signal has been increased from 9,000 watts to 100,000 watts.

Most of the schools use auditoriums or cafeterias as television classrooms. These large areas are equipped with television sets at the ratio of one set for each 50 students. In the elementary schools which use cafeterias for the large television classrooms, care is exercised to schedule the instructional periods early in the morning and late in the afternoon to avoid any conflict with the serving of lunch. For the best acoustical effects in these large rooms, it is important to beam the sound directly to the viewers. This is done by detaching the television speakers and remounting them in a frontal position aimed straight ahead and slightly downward.

The TV sets are 21 inch table models of a standard make mounted so that the center of the screen is 5'8" from the floor, approximately the height of an average teacher. The sets are tilted on the mounts so that the face of the screen is perpendicular to the line of vision of the students. Where possible, the sets are mounted in such a manner so that they do not have to be moved about the room. In some schools permanent shelves are built for the stationary sets along the wall. For the sets located in the front of the room and in the seating area, special mobile stands are constructed complete with roller casters and shelf space for storing materials. For better classroom control, all television sets in a given room are attached to a common switch permitting them to be turned on or off simultaneously. Each large classroom is equipped with an over head projector. The classroom teachers use lapel microphones with 50 foot cords to permit freedom of movement. In addition to the standard telecasting equipment used by the station, a warning clock is shown preceding each telelesson. This permits the teachers in the classrooms to time accurately for the reception of the telecasts.

Maintenance and repair of television sets and the antenna systems are provided by the maintenance department of the Dade County Board of Public Instruction. The service is prompt and efficient. Minor surface adjustments of the sets are made by the classroom teachers.

By employing television in the teaching of large classes certain economies have been effected. This current year we have utilized the savings in teaching personnel to pay the full operating cost of the television station and to provide educational services in the form of specialized personnel such as remedial reading teachers, counselors and additional librarians. To provide for the number of pupils that we now have in our buildings in the established pattern for education without the large television classes, which are employed

in a limited number of our schools, would require an immediate capital outlay of at least four million dollars. If our present rate of growth continues, we believe as we involve other schools that the amount of capital saving in school house construction will be increased far beyond this point.

If American education is to develop within our boys and girls' skills, knowledge and attitudes which will perpetuate our society and strengthen the material and moral fibre of the nation, then we must pursue excellence keeping in mind these goals. It would seem logical that one way excellence could be achieved would be to improve the effectiveness of the already proven effective medium of television as an educational resource. We hope to approach this task in the future by working on at least four major components: (1) Physical facilities for transmission and utilization, (2) materials for greater program impact, (3) curriculum planning for wider acceptance and greater goal achieving efficiency, and (4) personnel and talent identification and training both in the studio and utilization areas.

As school people we are interested primarily in television's utilization to improve educational processes and their final product. However, we realize that only through technology was it made possible for us to bring the whole spectrum of audio visual devices to bear on education through this medium. Therefore, it might be well to consider the future and the miracles which are already being wrought for our use. Educational television within the foreseeable future will offer color with all the implications that it has for teaching. Bulky receivers will likely become a thing of the past. Large screen, thin receivers mounted on floating aluminum railing will permit the teacher to position the television receivers easily and quickly in any part of a room or auditorium. It will be possible to let studio teachers know immediately the broad reactions of students to the salient questions, issues or proposals being

presented. Desk buttons can reflect at least such general reactions as approval, disapproval, agreement, disagreement, clear and unclear. Within seconds computers can relay this information to studios and teachers may be guided. The reaction panel would be sensitized on the request of the studio teacher.

The function of ETV stations will probably be modified. Air-borne stations, regional and national ETV networks and international satellite relays will make it possible for the stations to select from programs of remarkable quality and unlimited variety. These then may be recorded and transmitted for local utilization to accommodate schedules as required within a given system or, with careful planning, schools may want to select their own programs from the different sources of origin available. Closed circuitry is almost certain to become more widely used. Technology now assures us that it is possible to have all the film in a given library or center catalogued and arranged in cartridges so that selection may be made for instantaneous relay and reception by manipulating a keyed panel in an individual classroom.

Educators are interested and hopeful concerning current experimentation in TV classroom designs. It is likely that the TV classrooms of the future will vary greatly in capacity and shape. This will be true because of the variety of ways in which TV will be employed. Some small TV classes for exceptional children will require the intimacy of a laboratory study. Other uses of television will make feasible, even desirable, classrooms which will accommodate a thousand students. However, it seems safe to say that all of these areas should have in common good acoustics, no-glare provisions, adequate lighting for instructional purposes, desks with writing surfaces, good ventilation, and provision for easy ingress and egress.

It is likely that all large schools will have individual video tape recorders or at least play-back mechanisms. This could mean that ETV stations

will also become duplicating centers for tapes which will be bicycled on schedule throughout a given school system so as to permit use at any time of a given day and thereby break through the rigidity problem sometime posed by open-circuit schedules.

So much for the future of facilities and equipment. These and more things will come -- not all at once anywhere and much sooner in some places than others. In fact, some of them are already possible, indeed, are already being used on a limited basis. Technology is coming faster than will be comfortable for many of us. This has the clearest implications for teacher training institutions as well as school administrators who are responsible for in-service training of teachers.

Those involved in in-school and community programming are the first to admit that the quality, although generally good, leaves much to be desired.

Studio teachers the nation over, whether they are recording for tape networks or doing live telelessons, are handicapped by a lack of visuals to do the job with the precision and impact that is being demanded of them. A studio teacher of U. S. history may spend hours previewing five or six thirty-minute films of different vintage, searching for a two-minute segment which will vividly illustrate a point in what she hopes will be an unforgettable manner. At last she discovers what she thinks will do only to find that it may not be cleared for television because of copyright problems. If it is cleared, this film which was made for a large screen, when reduced to the 21-inch classroom (receiver) screen will leave much to be desired. A teacher with inadequate art help may labor for hours over a three-dimensional visual to be used fleetingly one time during the year. A studio science teacher may be able to dominate one end of the studio for an afternoon to set up a science experiment which may or may not go off well.

Should we not mount an effort to obtain adequate visuals for studio teachers with the same enthusiasm that we now work to obtain adequate textbooks and equipment for the classrooms? Many of those concerned with the problem are proposing that private and public educational agencies join to produce professionally short film clips of not more than two or three minutes duration which illustrate to near perfection the crucial areas in history, science, language and arts. It has been said that a hundred of these clips could be well directed just to the electricity units of junior high science. Hundreds of others should be made for crucial decisions in American history. National experts should be video-taped talking succinctly and directly to specified points in which they are authorities. These clips should be made available for rapid distribution on demand from any part of the country. They should be made for television and cleared from their inception. Here we are not talking about a piecemeal or amateur job that might be done by an over-busy studio but a dedicated effort of national proportions to provide materials of such quality that any studio teacher of ability could put together a lesson which would draw from her worst critics the remark that, "this lesson really exploited the medium."

Short film or video tape clips of top quality seem to offer the greatest potential as highly portable visuals. The television potential is far too dramatic -- even too expensive -- to put teachers before the cameras without adequate tools of the trade to offer maximum impact. Technology will likely continue to provide improvements for the studio such as technamation and visamatic devices. Rear screen and remote pick-up for mobile units will likely become standard equipment. The controlling factor for gauging what is effective in the studio will continue to be the measurement of how effective it is in the classroom in terms of pupil achievement.

School superintendents and administrators now recognize that innovations

in education are never widely accepted unless the curriculum planning for the content and implementation is carried out on a wide cooperative base among all the instructional personnel involved. Planning is the key word here. The joint planning among school people for educational television has already done much to improve the curriculum in many school systems. The future will likely see this planning intensified and broadened even further. Subject area supervisors, receiving teachers and school administrators all must have a voice in deciding what is to be taught and -- to a degree -- how it is to be taught. These decisions help set the stage for later evaluation and improvement as the work moves along. As the exchange of video tapes among the various school systems of the nation assumes substantial proportions, curriculum planning for television will also become a wider cooperative sphere. Here we find ourselves in hearty agreement with Wiles, when he says that co-planners make co-advocates.[2]

Who will be the future studio teachers? Many of the same ones who are teaching on-camera today, because most of them are doing a good job. However, as the influence of the studio teacher grows it is likely that the search for talent will increase. Why shouldn't a modern school personnel department make a short sound-on-film clip of every teacher in action? Although time consuming, it might be time well spent when searching for a really effective studio biology teacher to preview every one of the film clips of certificated biology teachers searching for leads to the one in a hundred or one in a thousand whom we hope to share with the many. Teacher training institutions will be called into this picture also. Schools of education are even now exploring the desirability of setting up courses treating with methods and techniques of studio teaching. It would seem logical that if we are to specialize, that there must be training for the specialty.

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[2]Wiles, Kimbal, Supervision For Better Schools, (New York: Prentice-Hall, 1950).

Who will be the producer-directors of educational television lessons and programs? This person whose position has been called that of "the newest engineer in American education" will increase in importance. More will be demanded of him as a full fledged partner of the studio teacher and talent.

Therefore, those presently doing this work will likely seek additional training. The ones coming into the profession may find themselves better equipped if they have a minor in education and a major in television -- film production. It might be well to induce certain interested and talented classroom teachers to pursue graduate work in television production and returning to the school system as producer-directors. Presently employed producer-directors who have commercial backgrounds may be well advised to obtain additional training in the form of selected courses in education. It is likely that this position will develop an identity and usefulness unique in the profession.

Who will be the television classroom teachers of the future? They will likely be the teachers we have today and others from the same general sources with the difference that they shall have had more preparation in how to use television effectively as a resource in teaching boys and girls. School systems have only begun to train their teachers in the methods of teaching with the help of television. Schools of education are cooperating in conducting summer workshops and in-service credit courses in how to use television as a resource. It is likely that future teacher training curriculums at the undergraduate level will require work in the use of this medium. Television itself offers a real opportunity for administrators to acquaint the teachers with educational television and its utilization. It might be concluded that any competent classroom teacher can use quality ETV to advantage. Additional training will be provided to telescope the development of effective utilization.

What will be taught by television? There appear to be few, if any, limitations as to what is possible in this area. As improved techniques become available and the relationship between the team, which includes the studio teacher and the classroom teacher, is improved, much more can be done. It seems evident that there can be little or no decrease in the number of personnel required in the individual schools. The nature of the work which they do and the service which they render, however, will probably be considerably changed as improvements are made. The possibility of assisting students in certain aspects of home work has had little exploration but offers a potentially fertile field. Likewise, the nature of the in-service training programs will probably be considerably changed to make more effective the utilization of the professionally trained educator's time.

Althcugh the advent of the in-school television project became the center of much interest in our county, the citizenry seemed equally interested in continuing and improving the evening community television program. The Community Television Foundation of South Florida as a pioneer body in the support of education television for the community and the Board of Public Instruction as licensees of the station were in a position to do this. It was felt that there needs to be no limit to the amount persons can learn, if properly motivated, and that educational and cultural programs should be continually made available to the general public. Therefore, the evening adult program of our ETV station was developed with equal enthusiasm and in close cooperation with the in-school daytime program.

What of the future of the after-school or evening community programs? In looking to the future here we in Dade County are talking about such things as station personality, programming purpose, and source of programs.

Those concerned with the station's personality for the community program

will insure that the station will reflect the community by first involving the community. This is already being done across the nation in our ETV stations and the pattern will probably be accented in the future. Sound planning will call for program committees which represent a true cross-section of the community. Committees, the members of which will not act as rubber stamps because they will have ideas of their own about raising the cultural level of the community by obtaining programs of such quality that the general public will say, "This is something that we can't do without." A station having developed the genuine community side of its personality will then take on an identity to a degree compatible with its locale. For instance, in Miami Channel 2 has and will continue to have a Latin touch. Geography and community interest dictate an interest in Latin America, its language, art and music. Time, facilities and local talent to respond to this interest are available.

As stations mature they will likely develop flexible but more definite concepts of their function in the community. Some of the persistent purposes may be: (1) To raise the cultural level of the community by providing quality programs in music, literature and drama, (2) to provide accurate information in depth, (3) to provide a continuing source of learning by offering formal adult educational experiences both in the form of credit and non-credit telecourses and "how to do it" series, (4) to help prepare children for their first formal school experiences by offering entertaining but valid pre-school programs aimed at building attitudes and early skills desirable for the very young.

Every indication is that we shall continue to obtain programs of ever better quality from sources such as our National Educational Television and Radio Center. These programs will continue to be dedicated to areas of broad interest and needs common throughout the country. Technology will likely make available programs from other nations and over a national educational microwave.

However, local programs will continue to identify the station as a community function and asset.

No segment of educational television has improved more directly in quality than the community programming. Uniformity of growth of quality has been assured in all the ETV stations by the "package" of filmed and video-taped programs which has come from the National Educational Television and Radio Center. This source and the steady increase of know-how at the local level hold the brightest promise for the future in this phase of the media.

As the quality of community programming improves, citizens are demanding that the station stay on the air six and seven days a week twelve months of the year. Most community stations which have not been able to have such schedules are looking forward to the day when they may serve their communities on a time basis similar to commercial stations. They ask, "How can we be the true alternate station unless we are on the air?"

ETV in terms of substantial utilization is an infant, certainly less than ten years old. Yet, no innovation has marched so quickly and confidently into the field of learning. It moves into the future of American education as a major resource.